

6100-33 Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen and Larder) (450)

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.

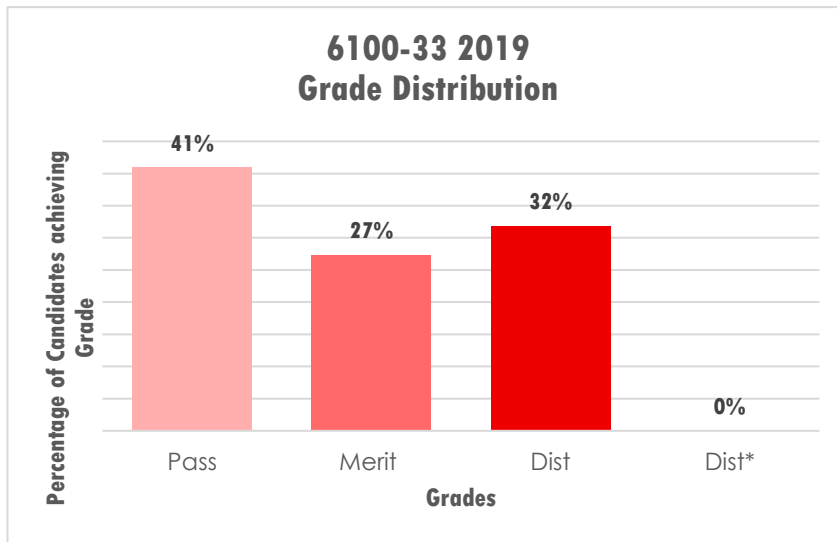
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6100-036/536 Level 3 Professional Chefs (Kitchen and Larder) – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 6100-037 Level 3 Professional Chefs (Kitchen and Larder) – 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

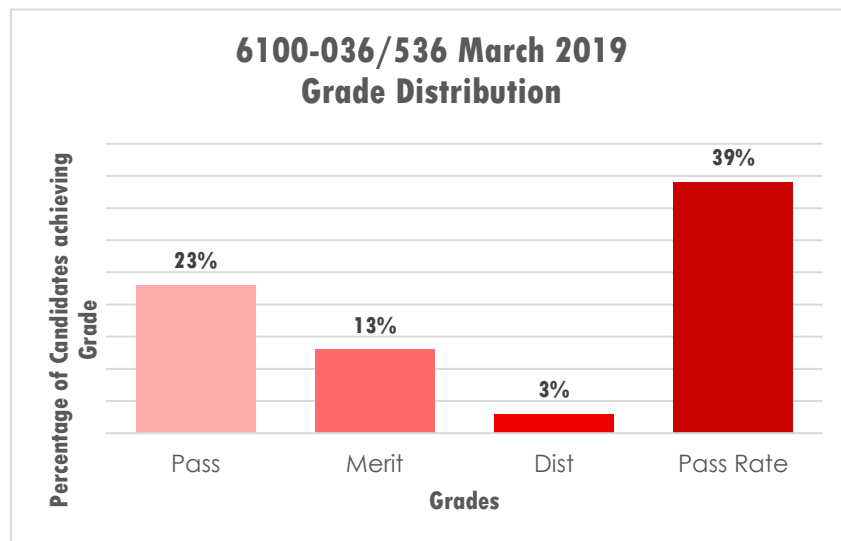
Grade Boundaries

Assessment: 6100-036/536
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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

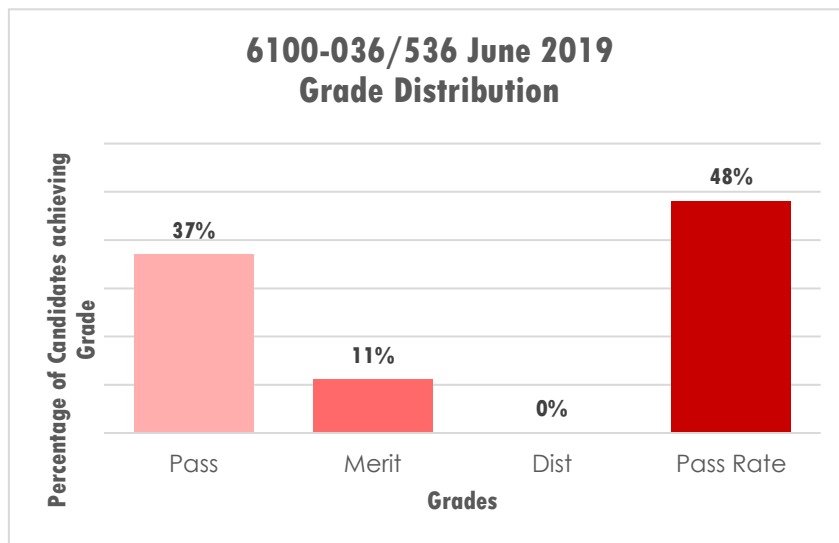


Assessment: 6100-036/536
Series: June 2019 (Summer)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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



Chief Examiner Commentary

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

Series 1 – March 2019

The March 2019 exam included a range of questions to assess knowledge and understanding across the subject areas.

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. Candidates achieving the higher marks, showed evidence of reasoning and justification, as well as the recall of knowledge across the units assessed.

Candidates would benefit from practising exam techniques. They need to be encouraged to spend time reading the questions thoroughly. Candidates often missed marks due to not reading the question accurately or by not answering the question according to the command verb used.

Candidates achieving lower overall marks tended to give single-word answers to the AO2 questions, where they were expected to explain or describe they identified points. This was evident where candidates were required to describe food safety management procedures.

There was a clear lack of understanding of how to make a specific sauce. Some candidates described an alternative method for a different type of sauce. The lack of correct responses in this area highlights the need for more attention to be given to producing various accompanying sauces when planning and delivering unit 320.

Extended Response

The extended response question allows the candidate to demonstrate their breadth and depth of knowledge and understanding of the qualification and apply it to a given context. Candidates struggled to consider the wider factors that are required to gain higher marks. They tended to focus their considerations on the main factors only and some only suggested one or two dishes when three were required.

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 breath of knowledge, but focused on a small aspect of the question where they could which limited the amount of marks they achieved.

To gain higher marks, candidates would have demonstrated good dish design, responses would include a comprehensive discussion, being well balanced and presented in a logical way. Candidates need to conclude and fully justify their recommendations.

Series 2 – June 2019

The June 2019 exam showed a broad range of total marks achieved, demonstrating that the paper differentiated across the candidates. Most candidates demonstrated breadth by achieving some marks for most questions, however lacked depth to achieve full marks.

Very few candidates achieved high marks. Those candidates achieving the higher marks, showed evidence of reasoning, justification as well as the recall of knowledge across the units assessed.

Overall, candidates showed good general knowledge of food safety across the paper and some candidates demonstrated good knowledge of advanced skills and techniques to prepare poultry and game. Generally, candidates were able to gain marks on most of the AO1 questions.

Similar to previous series, candidates often missed marks due to not reading the question accurately or their lack of exam techniques, for example, 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 expanding on the points they had identified.

This was evident where the question focused on links between customer needs and types of dining experience; candidates did not expand upon their answers fully and therefore missed the available marks in this question.

Candidates also struggled on preservation methods and producing dishes to a specification, with little depth of understanding being shown by the majority of candidates.

Extended response question

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

Very few candidates achieved a mark in band 2 or 3. Those that did achieve a higher mark included discussion around more of the wider factors and linked their responses to the theme.

Most candidates only considered the main factors and did not consider the wider factors when producing new dishes. Some candidates limited their response by only mentioning allergens or religion, rather than looking for the main aspects and linking them to the theme. Where candidates gave a brief response, with little consideration and justification to their points made, little credit could be given.

Candidates should ensure that they provide a well-considered and structured response, linking points to the theme given in the question in order to gain the higher marks available.

Synoptic Assignment

Grade Boundaries

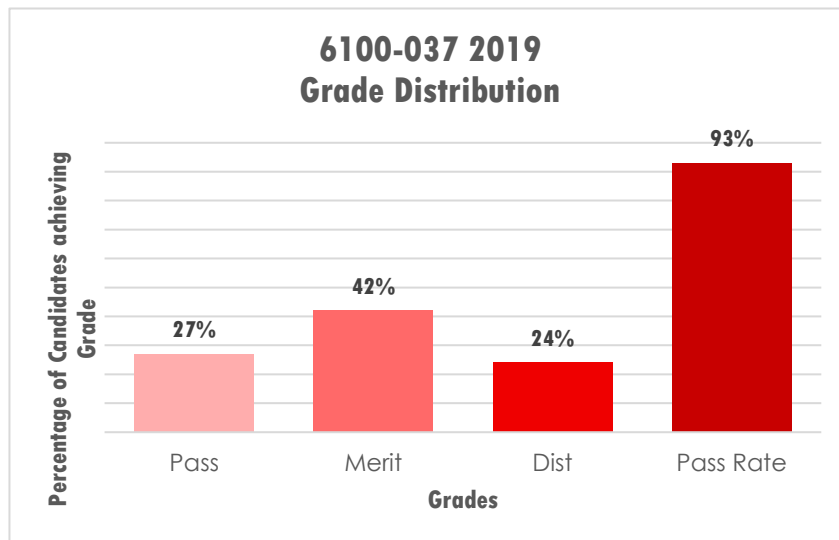
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 6100-037

Series: 2019

Total marks available	60
Pass mark	25
Merit mark	35
Distinction mark	46

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.

Task 1

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 risk assessments and did not contextualise their response to take into consideration the specific requirements for the practical. 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, or failed to identify where multi-tasking, food safety and monitoring was required.

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 dishes and any additional garnishes would be presented.

Task 2

Most centres had split the assessment across 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.

In addition to the menu, candidates were asked to produce three different savoury items suitable for the event outlined in the brief. Candidates produced a variety of different items, with some showing more precision in skill and technique than others.

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 consider 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 at speed, 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.

Candidates who used purposeful experimentation, 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 good 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 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.

understanding and therefore achieving 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 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.